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DEPARTMENT OF EDUCATION
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SERVICE LEARNING

A Practical Framework for Implementation in South Dakota's Schools

Service Learning

A Practical Framework for Implementation in South Dakota Schools

2012

South Dakota Department of Education
Office of Learning and Instruction (OLI)
800 Governors Drive
Pierre, SD 57501

> "Never get tired of doing little things for others. Sometimes, those little things occupy the biggest part of their hearts."
>
> -Unknown

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To access this document electronically, visit http://doe.sd.gov/octe/servicelearning.asp.

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Introduction

Service Learning: Relevant. Flexible. Empowering.
Service Learning is about action. It's about young people strengthening themselves and their communities. In simple terms, students identify a community need or problem when they take part in Service Learning. They call to action what they're learning in school and address the identified issue through service activities.

Learning. Service. Service Learning.
Through students' Service Learning experiences, school becomes meaningful and learning comes to life. Students are part of Service Learning – they own it – it's not something they just participate in because they have to.

Service Learning was added as an option for South Dakota's graduation requirements during the 2009 revision process. As the implementation timeline reads for graduation requirements, schools can choose to offer Service Learning as part of a slate of options for students graduating in 2014 and beyond.

Beginning in school year 2013-14, schools must offer a Capstone Experience (Senior Experience, Youth Internship or Entrepreneurship Experience) OR Service Learning. Not all of the options have to be offered, though a school could choose to offer them all, or several of them, if they wish. Schools may offer Service Learning prior to school year 2013-14.

> *The purpose of this framework is to provide schools in South Dakota with guidelines and support as they implement Service Learning experiences in their districts. It is designed to provide flexibility and fit the variables found in our schools, providing students the highest degree of benefit.*

In addition to the information provided in the framework, the South Dakota Service Learning Toolkit shares resources and examples that can be edited for use in local districts. There are thousands of resources online, too. Clearinghouses of example service learning projects, grant programs, videos and much more are available from schools and non-profit organizations across the country.

Since Service Learning is identified in South Dakota's graduation requirements, this framework is written with an eye to implementation in grades 9-12. The resources here could easily be adapted for use with younger or older students.

Part I: Service Learning in South Dakota – The Foundation

A Definition for Service Learning

Service Learning is a flexible method of teaching and learning that applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. The goal of Service Learning is to empower youth to become engaged in their personal, social and working lives.

From the beginning of its development, it has been understood that this Service Learning Framework will take on a different appearance in each school and each district that chooses to incorporate it. Despite this potential for diversity of implementation, all Service Learning experiences should have some common characteristics:

- The experiences address complex problems in real settings, rather than simplifying a problem or isolating it in a classroom setting;
- They promote deeper learning beyond the classroom and build leadership skills that extend beyond the classroom, such as teamwork, communication, problem solving, critical thinking and citizenship;
- The experiences are positive, meaningful and real to all participants. *(Eyler & Giles, 1999)*
- In addition to these characteristics, which are acknowledged by Service Learning programs nation-wide, the South Dakota Framework recognizes career development as a goal of Service Learning experiences.

Above all, Service Learning should be solution-oriented for the school, the students and the community. These programs are as diverse as the communities they serve, and their scope can involve classrooms, entire schools or organize the work of whole school districts. In order to meet this requirement, schools and districts must be afforded the flexibility to implement this framework in the way each sees fit.

Service Learning is several things:
- A **philosophy** that young people are a great community resource and that the community has some responsibility to help young people become democratic citizens who can contribute knowledge to community life.
- An **education reform model** that creates school and community partnerships. These partnerships both improve academic learning and help create safe and civil learning environments in and out of school.

- A **form of contextual learning** that bridges academics and citizenship. Students practice civic skills by applying what they have learned in school to real community needs. Service to the community is combined with in-depth student learning in a way that can really benefit students, schools and communities. *(Idaho State Department of Education, 2008)*

Service Learning is *not*:
- An episodic volunteer program
- A stand-alone unit or activity within a curriculum
- Logging a set number of community service hours in order to graduate
- Compensatory service assigned as a form of punishment by the courts or by school administrators
- Only for high school students, though it can help 9th-12th grade students meet high school graduation requirements
- A paid experience
- One-sided: benefiting only students or only the community *(Eyler & Giles, 1999)*

Service Learning versus Service

Before implementing Service Learning, educators and schools must understand the fundamental differences between four types of service.

1. *Service Learning* integrates academic study with the service experience, helping participants reflect on larger social issues and see the service experience in terms of social, economic or educational justice instead of "charity." The experience makes learning intentional through the use of reflective writing, group discussions and other activities. Finally, the Service Learning experience is created through collaborative efforts between community partnerships and youth. Community can be defined in a variety of ways. See page 15 for further clarification.

2. *Community Service* does not typically include an academic component, nor does it offer academic credit. This type of service is not viewed as part of a framework, pedagogy or philosophy to learn about a larger social issue or improve an injustice. While student learning is likely to take place, this is not the focus of community service. Planning is typically the responsibility of the school or an agency with little to no input from students.

3. *Volunteerism* does not typically connect to classroom instruction or learning. While a worthwhile activity, participants do not learn about larger social issues in any organized fashion. There is no focus on reflection, building partnerships or improving knowledge and skills.

4. *Community –Based Learning* does not involve service of any sort, but is often confused with the other three key terms included here. Community-based learning uses the community to learn about an issue, but there is no contribution to the betterment of the community nor is there any solution offered if a social issue is explored.

Examples of Service Learning

Service is picking up trash along a river bank…

Learning is looking at water samples under a microscope…

Service Learning is science students meeting academic standards by taking samples from local water sources, then analyzing the samples, documenting the results, presenting the scientific information to a pollution control agency and reflecting on the impact these results may have on future pollution control issues and our own behaviors and attitudes. *(Courtesy of the National Youth Leadership Council)*

Service is being a "buddy" to a student enrolling at a new school…

Learning is filming a movie using a new software program in a computer applications class…

Service Learning is creating a "Welcome to our School" video for new students to take home, allowing them a virtual tour of the school and introducing them to staff members, etc.

> "We cannot always build the future for our youth, but we can build our youth for the future."
>
> -Franklin D. Roosevelt (1882-1945); 32nd U.S. President

Service is planting flowers at a local park…

Learning is studying erosion…

Service Learning is researching native grasses and working with master gardeners to control erosion at a local park. *(Courtesy of the National Youth Leadership Council)*

Service is donating food to a local food bank…

Learning is studying world hunger in an environmental science class…

Service Learning is working with a social services agency to learn about the percentage of local elementary students identified as below the poverty line and establishing a "Backpack Program" to advertise for and organize weekend food donations to be distributed anonymously to those identified students.

Service is volunteering in an elementary classroom…

Learning is studying nutrition during a health class…

Service Learning is organizing a nutrition fair for an elementary school, teaching younger students about the various food groups and the importance of eating healthfully.

Service is volunteering to tutor English students….

Learning is studying various cultures in a world geography class….

Service Learning is participating in a global literacy campaign such as In Our Global Village, where students from around the world write books about their local community, including interviews and photographs, and publish them on the project's Web site: www.inourvillage.org.

Service is volunteering at a nursing home….

Learning is practicing interviewing skills in language arts/speech class…

Service Learning is interviewing elderly residents of a nursing home for an oral history project, donating the recordings and transcripts to a local or state museum…

Types of Service Learning

There are three types of Service Learning, all having the goal of benefitting others.

1. *Direct Service* brings students face-to-face with those they serve. Examples might include educating younger students on the benefits of eating healthfully, serving a meal at a homeless shelter, creating an oral history record with residents of a nursing home or tutoring special needs students.

2. *Indirect Service* to a cause or group does not necessarily put students into contact with the people they are serving. The focus is on channeling resources to a problem, not on working directly with the people in need. Examples might include collecting food or toys for disadvantaged families, fundraising for a nonprofit organization or helping with a community landscaping project.

3. *Advocacy* is the third form of service, a kind of activism on behalf of a specific cause or social issue. Students use their voices and talents to eliminate the causes of a specific problem or to make the public aware of a social problem. Examples include organizing a "Safe Teen Driver" campaign at a high school or promoting an anti-bullying program. *(The Institute for Learning and Teaching (TILT), 2011; National Youth Leadership Council (NYLC), 2005)*

It is important to note that some Service Learning projects include components that "fit" into more than one of these types. For example, if a group of students organizes a fundraiser for a local animal shelter at which they also prepare literature and presentations advocating for spaying and neutering pets, this could be considered both an indirect service and an advocacy project.

Benefits of Service Learning

Emerging research about Service Learning establishes that students who are engaged in meaningful Service Learning experiences are:

1. *More Academically Proficient*

   A national study of Learn and Serve America *(Corporation for National and Community Service, 2007)* found that Service Learning can help students learn skills in critical thinking, communication, mathematical reasoning, problem solving, research, computer application, scientific method, analysis and public speaking. Learning changes and academic subjects come to life through the application of academic concepts to real-life issues.

2. *More "Work Ready"*

   The same study from Learn and Serve America also suggests that Service Learning is linked to better career exploration for students. Participating students acquire better job skills than non-participants and have more positive attitudes toward work. Also, research says that these students also learn better teamwork and communication skills, interpersonal skills such as conflict resolution and career-specific skills.

3. *More Motivated to Learn*

   A report published by Civic Enterprises *(Bridgeland, DiIulio, & Wulsin, 2008)* established that Service Learning is shown to increase school attendance and engagement of students, thus reducing dropout rates in schools utilizing successful Service Learning programs. In addition, multiple research studies cited in *Service Learning Strategies (Idaho State DOE, 2008)* suggest that Service Learning participants display enhanced self-esteem and self-confidence, exhibit fewer behavioral problems and are less likely to engage in high-risk behaviors than students in traditional programs.

   > The National Youth Leadership Council states, "Service Learning empowers students to find and use their own voice…It changes their view of themselves and the world they live in. Most of all, it shows them that every effort to help others will help them as well…"
   >
   > *-NYLC, 2010, p. 9*

4. *More Committed to Civic Participation*

   Service Learning participants are more aware of community needs, more committed to the idea of service, more cognizant of political issues and more capable of effecting social

change than non-participants are *(Melchior, 1999; Berkas, 1997)*. Overall their social and civic responsibility is heightened through their participation in Service Learning.

5. *More Connected to School and Community*

Positive relationships between students and adults are enhanced through Service Learning activities. With these positive relationships, the Education Commission of the States (1999) suggests that healthy school environments can be developed and school violence can be more readily prevented. In addition, Service Learning cultivates a sensitivity and acceptance of cultural diversity *(Melchior, 1999; Berkas, 1997; Billig, 2000)*.

This connection is strengthened through the community's view of the students as well. According to the National Youth Leadership Council, when communities see the generosity and commitment of the students who are engaged in Service Learning, often the negative stereotypes about today's youth change *(National Youth Leadership Council, 2010)*.

> 82% of students participating in Service Learning stated that their views of high school became more positive as a result of this participation.
>
> *-"Engaged for Success," 2008*

Service Learning by State

The information below details how states across the country have incorporated Service Learning into their high school graduation requirements. Only Maryland requires that each student takes part in and receives credit for Service Learning in order to graduate. Many states allow Service Learning experiences to contribute to their students' high school graduation, like South Dakota. Only a handful of states do not have Service Learning options in their graduation requirements. *(Information based on research in July 2011.)*

State that has a Service Learning graduation requirement (1):
Maryland

States that have a Service Learning option in their graduation requirements (33):
Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Massachusetts, Minnesota, Missouri, Nebraska, New Jersey, New York, New Hampshire, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Vermont, Virginia, West Virginia, Wisconsin and Wyoming.

States that don't have Service Learning as a graduation option (16):
Alabama, Alaska, Arizona, Hawaii, Kansas, Louisiana, Michigan, Mississippi, Montana, Nevada, New Mexico, Ohio, Oregon, Texas, Utah and Washington.

Legend:
- Requires SL (blue)
- SL Option (green)
- No SL (red)
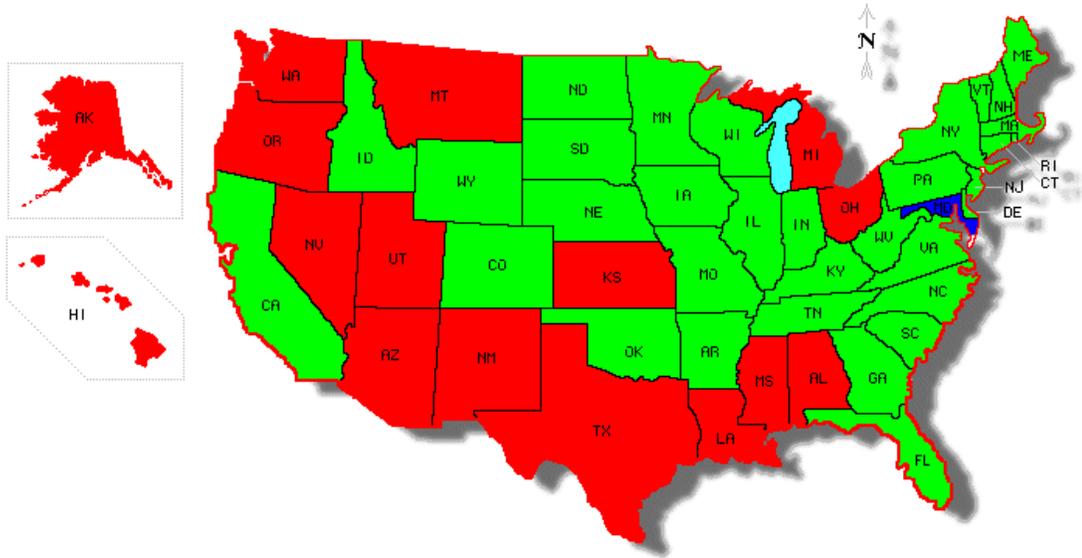
NOTES

Part II: Implementing Service Learning in South Dakota

The Service Learning Cycle

For students to discover the full power of Service Learning, their experience will move through phases of planning, implementation and reflection. That may seem simplistic, but the point is that students cannot jump directly into a Service Learning project for learning to be most effective.

The Service Learning Cycle, provided by the National Youth Leadership Council's Generator School Network (NYLC GSN), provides context for the full picture of Service Learning. Any Service Learning experience should have a defined beginning and ending point (or a clear plan for sustainability).
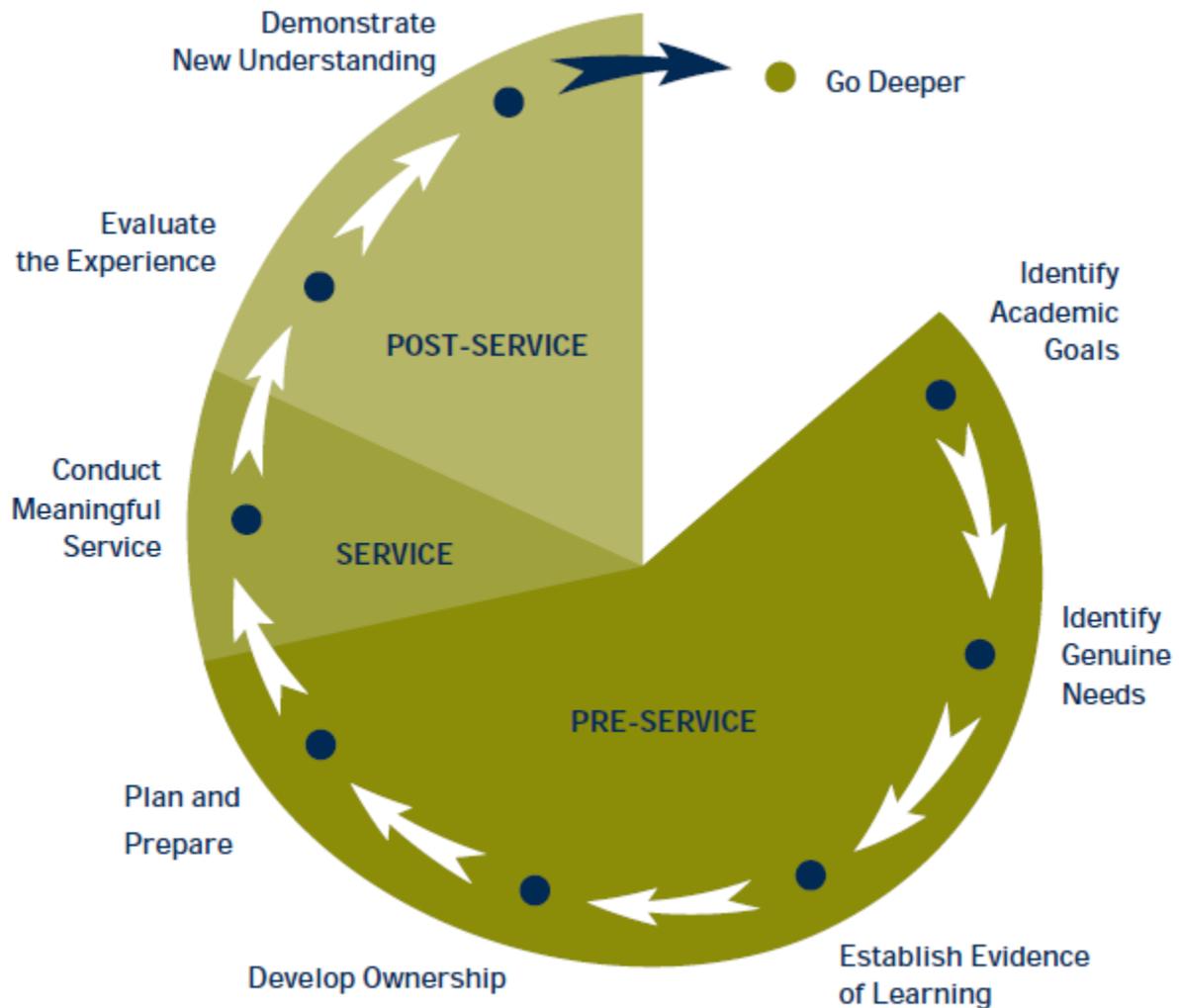
*For more detail, see the **Service Learning Cycle** in Part III: SD Service Learning Toolkit (Resources and Examples)*

South Dakota Standards of Quality Service Learning

While recognizing the flexibility school districts desire in implementing new curriculum, South Dakota has embraced the following nine Service Learning standards. These standards are derived from information available from the National Youth Leadership Council *(NYLC, 2008)*. **All Service Learning experiences offered for credit in South Dakota must include all nine of these Standards of Quality.**

1. *Meaningful Service –* Service Learning actively engages participants in engaging, developmentally appropriate and personally-relevant service activities. Participants are encouraged to understand their service activities in the context of the underlying societal issues being addressed and evaluate their experience in terms of attainable, visible outcomes valued by those being served.

2. *Link to Curriculum –* Service Learning is intentionally used as an instructional strategy to meet learning goals and/or South Dakota content standards. The experience helps participants learn how to transfer knowledge and skills from one setting to another.

3. *Reflection –* Service Learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's society. Activities encompass a variety of learning modalities and occur before, during and after service experiences.

4. *Diversity –* Service Learning promotes understanding of diversity and mutual respect among all participants. The experiences help participants:

   - Identify and analyze different points of view;
   - Develop interpersonal skills in conflict resolution and group decision-making;
   - Recognize and overcome stereotypes.

> "Everybody can be great. Because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve.... You don't have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love."
>
> —Martin Luther King, Jr. (1929-1968); Minister, Civil Rights Activist

5. *Youth Voice –* Service Learning provides youth with a strong voice in planning, implementing and evaluating Service Learning experiences with guidance from adults. The experience involves both youth and adults in creating an environment that supports trust and open expression of ideas.

6. *Partnerships –* Service Learning partnerships are collaborative, mutually beneficial and address community needs. Partnerships could include youth, educators, families, community members, community-based organizations and/or businesses.

7. *Progress Monitoring –* Service Learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability. Evidence is collected from multiple sources throughout the Service Learning experience and is used to improve the experience itself. This evidence is communicated with the broader community, including policy-makers and education leaders, to deepen Service Learning understanding and ensure that high-quality practices are sustained.

8. *Duration and Intensity –* Service Learning has sufficient duration and intensity to address community needs and meet specified outcomes. The experience is conducted during concentrated blocks of time across a period of several weeks or months and includes the processes of investigation of community needs, preparation for service, action, reflection, demonstration of learning and impacts and celebration.

9. *Career Development –* Service Learning prepares students for the world of work by helping them develop skills in problem solving, employability, communication, leadership and interpersonal relations. It also provides students with opportunities to explore careers through self-assessment and research and helps them develop work ethic.

*For more detail, see the **Program Planning Tool of K-12 Service Learning Standards for Quality Practice** in Part III: SD Service Learning Toolkit (Resources and Examples)*

Required Components for Offering Credit

1. *Classroom or Learning Experience –* Whether during school hours or outside of regular class time, students' Service Learning experience must include a learning component that relates directly to the community issue being addressed in the service experience. All learning experiences should be grade-appropriate and challenge students with engaging content.

2. *Service Experience –* The service experience engages students in a meaningful service experience *that addresses a genuine community need*. Depending on the issue, community can be defined in many ways…a school, a group/sector in a city, an entire town/state/nation, etc.

3. *Product or Presentation –* To culminate students' experiences, they must produce educational materials for the appropriate audience(s), which could include a presentation. The intent of the product or presentation is to communicate the need the students addressed, how they helped to make the situation or issue better and how the public can continue to address the need.

In order to award .5 credits to students in 9th-12th grade, the experience must include 60-75 hours across all areas of the Service Learning Cycle and incorporate all nine of the Standards of Service Learning.

Options for Offering Service Learning:

Service Learning can be offered in a number of ways. Goals, objectives, resources and administrative support largely determine how a school's Service Learning program is structured. For this reason, a committee of community members, school personnel and parents would be best to decide the appropriate approach for each school. **All Service Learning Standards of Quality (see page 14) must be met in each option and incorporate each of the required components (see page 15).**

The course code to use when offering Service Learning for credit is 22104.

Option	Description	Example
Stand-alone Service Learning Class	A traditional one-semester course is offered for 0.5 credits which incorporates all components of Service Learning and addresses all of the Quality Standards.	Service Learning experiences could be done as a class, in small groups or individual students could direct their own projects.
Service Learning as a Capstone Experience	Upper class students engage in the full Service Learning experience similar to how the school offers other capstones (Senior Experience, Entrepreneurship Experience, Youth Internship). Throughout the experience, **each student** meets each of the quality standards of Service Learning and completes each of the required components. Often much of the students' work is done through guided independent study.	When selecting a capstone experience option while building her Personal Learning Plan, a student selects Service Learning. During her Service Learning capstone, the student identifies an issue and completes all components of Service Learning, addressing each of the quality standards.
Service Learning within a Class	A Service Learning project is built into a regularly offered course and meets the standards for both Service Learning and the course it's being incorporated in. Students and educators invest time outside of regular class time in order to meet the requirements of the courses. In addition to the Service Learning quality standards, the experience also includes each of the components of Service Learning (learning experience, service experience and product/presentation).	Service Learning is incorporated into a Health course. While studying childhood health risks, the class completes all Service Learning components/standards through a juvenile diabetes project. At the end of the course, students have completed all requirements of the Health course and of Service Learning (and receive credit for each). Throughout the course, students have invested a great deal of time outside of regular class time.

School-wide Service Learning Initiative	The district or school establishes a theme by which a variety of classes and/or student organizations engage in a Service Learning experience. Throughout the experience, **each student** meets each of the quality standards of Service Learning and completes each of the required components of Service Learning.	Example themes could be animal welfare, anti-bullying or civic engagement. Each class or student organization could develop a Service Learning experience based on that theme.
Grade-specific Service Learning Experience	All students within a grade take part in Service Learning. Each student would contribute their unique talents, skills and knowledge to the project. Throughout the experience, **each student** meets each of the quality standards of Service Learning and completes each of the required components.	Through the school's Teachers as Advisors program, all 9th grade students would develop and implement a full-scale Service Learning program addressing an issue or need in a community they identify.
Student Organizations or Clubs Incorporate Service Learning	A Service Learning experience is planned as part of the chapter's Program of Activities. Throughout the experience, **each student** meets each of the quality standards of Service Learning and completes each of the required components of Service Learning.	An FBLA chapter spearheads a "Save Your Life" campaign that helps middle and high school students understand how to save money and finance their postsecondary education.

Considerations for Implementation

Liability and Safety

Any educational program, particularly those involving young people, contains an element of risk. Service Learning challenges are no different from those of athletic teams, work experience programs or field trips that take students into the community. These programs must be designed and implemented to ensure safety for both those serving and those being served. Educators need to be sure they are taking reasonable precautions. *(National Youth Leadership Council NYLC, 2010)*

1. Discuss South Dakota Codified Law 62-1-4.1 with school administrators.

   "Elementary and secondary students, postsecondary technical institutes not employees--Exception for work in vocational education.

   Notwithstanding the provisions of § 62-1-5.1, students of elementary, secondary, and postsecondary technical institutes are not employees within the meaning of this title. However, a school district or postsecondary technical institute, which provides a work experience educational class conducted off the school premises as a part of its vocational education

program is the employer of those students who are receiving this training and experience and the students are school employees for the purposes of this title unless they are being paid a cash wage or salary by a private employer, or the person or firm providing the students the work experience elects to include them, by written agreement, in its workers' compensation insurance coverage."

Source: SL 1973, ch 314; SL 1982, ch 374

2. Check the school's insurance coverage. The educator responsible for Service Learning should make sure the school's business office will be prepared to provide a copy of the proof of insurance, if a participating organization requests it.
3. Develop procedures and policies that minimize student risk and danger. The Service Learning Coordinator must make sure students are not placed in dangerous situations.
4. Develop a policy on transportation consistent with school and state regulations.
5. Follow school and partnering organizations' confidentiality guidelines and be sure students are aware of them.
6. When students are working with community partners off-site, create a master schedule showing where students are. Share the schedule with the appropriate people, including administrators and office staff.
7. Provide adequate pre-service training and supervision during service experiences so students understand expectations and are set up for success.
8. Be sure students and supervisors are familiar with rules and expectations.

 For templates and examples, see Part III: SD Service Learning Toolkit (Resources and Examples)

Costs

Service Learning programs can be funded in several ways, including grants, foundation funding and fundraising. Ideally, funds for school-based Service Learning are a line item in the school or district budget, reflecting the fact that Service Learning is a part of the mainstream educational delivery system. Many districts choose to fund Service Learning as a strategy to accomplish curricular goals, so no additional sources of funding are needed.

Here are some tips for fundraising and proposal/grant writing:

- Involve students in the process, both in the proposal writing and presentation. Having students be part of the process helps them develop critical thinking, writing and public speaking skills. Investing in the process also helps students take ownership over the project and cultivate the interest of prospective partners.
- Think locally by contacting businesses and community organizations in your area. Funding from local sources may come in the form of money or in-kind donations (supplies, volunteers, etc.).
- Use the Web to search out grant opportunities from local, state or Federal sources, either public or private. Some Federal agencies to investigate include:

- o US Department of Agriculture (including Rural Development)
- o US Department of Education
- o US Department of Health and Human Services
- o US Department of Housing & Urban Development
- o Office of Juvenile Justice and Delinquency Prevention
- o Youth Service America
- o National Service-Learning Clearinghouse
- o Corporation for National & Community Service
- o State Farm

For templates and examples on fundraising and proposal /grant writing, see Part III: SD Service Learning Toolkit (Resources and Examples)

Supervision

Students in off-campus Service Learning experiences must be properly supervised to ensure their safety, the teacher's and school's reputation and the willingness of the community partner(s) to continue participation in the program. The following guidelines are recommended:

1. Expectations of the student, school, supervisor and community partner should be communicated in written form to all involved. Written records should be kept by the supervisor to monitor that the expectations are being met.
2. Supervision may take the form of personal visits, letters, emails or phone calls. A school-approved staff member should make a personal contact with the partnering site personnel and should accompany the student to the site on or before his/her first visit. This will necessitate having a full-time, certified teacher that can be flexible. In order to provide the certified teacher flexibility for the before/after-school and weekend hours required with Service Learning, the school must allow the teacher time to plan and supervise.
3. It is also of utmost importance that the school administration and office know the whereabouts, schedule, etc. of students' locations throughout their Service Learning experience.

For templates and examples on supervision, see Part III: SD Service Learning Toolkit (Resources and Examples)

Accountability

Students

Policies that promote accountability may vary by school. Know school district policy before developing expectations for Service Learning. The following are some examples:

- Students must check out of the building and share their destination when leaving during the school day.

Consider the age/maturity of students and the types of placements as supervision guidelines are created.

- Students must complete all assignments and components of Service Learning to receive credit.
- Students must look at off-campus experiences as a job (be there, be on time, dress appropriately, etc.).
- Whenever students are at off-campus experiences, school policies travel with them.

For templates and examples on creating student agreements, see Part III: SD Service Learning Toolkit (Resources and Examples)

Parents/Guardians

All students and parents/guardians must sign the appropriate releases and paperwork if students are going outside the school's campus for Service Learning activities. Students should return completed forms prior to participation in Service Learning. The schools' Service Learning Coordinator should inform parents/guardians as to where their child is when he/she is out of class. Parents/guardians should also be made aware of any transportation issues such as students using their own transportation or if the school is furnishing the transportation.

For templates and examples on parent/guardian agreements, see Part III: SD Service Learning Toolkit (Resources and Examples)

Student Eligibility

Service Learning opportunities, whether in the form of structured classes or other forms, should be available to all students. All students involved will be held to the same expectations throughout the Service Learning experience. This being said, students need to realize they must show they are the type of person that can handle the loose structure of Service Learning.

It is especially important for at-risk students, whether academically or behaviorally challenged, to be given the opportunity to be involved in Service Learning. Often these experiences, because of their hands-on nature, motivate at-risk students to learn. Offering students fulfilling opportunities to contribute at their current developmental level is one means of enhancing engagement in school *(National Youth Leadership Council, NYLC, 2010)*.

> According to the 2006 study "The Silent Epidemic: Perspectives of High School Dropouts," **81%** of survey respondents stated that "if schools provided **opportunities for real-world learning…. it would have improved my chances of graduating from high school**."
>
> *-Kaye, 2010*

Roles of Key Players in Service Learning

Service Learning involves youth, educators, families, community members, community-based organizations and/or businesses. Take care in placing students with partners/organizations in a place where they'll be successful. Students' knowledge, strengths and skills must be carefully taken into consideration by the Service Learning Coordinator.

Service Learning must be supported as a component of regular, high-quality instruction, not as an "add on" or as extra work for the Service Learning Coordinator. It is important to collaboratively establish a shared vision at the school and set common goals to address community needs. Frequent and regular communication is important to keep all partners well-informed about activities and progress. Within the school, those that need to be well-informed are school board members, administrators, office personnel and coordinators.

School Board
The members of the school board should work to ensure district policies and practices not only allow for, but support exceptional Service Learning experiences. Funds must be allocated appropriately.

School Administrators (Superintendent, Principal(s))
School administrators must provide support to teachers and students for Service Learning, recognize its benefits to students and provide staff with transportation, insurance and the flexibility to facilitate Service Learning throughout all stages of the Service Learning Cycle.

Office Personnel (depending on the size and policies of the school)
Office staff can act as the go-between for students and staff when students are out of the building for Service Learning experiences. They must keep accurate documentation as required.

Teachers
The teacher(s) in charge of Service Learning is responsible for communicating course goals and expectations, making assignments, facilitating/teaching in-class activities and assigning grades. See the section below titled "Teacher Certification for Service Learning" for more information.

Coordinators (depending on the size of school/Service Learning program, these responsibilities may fall on the Teacher's plate)
Coordinators can facilitate students through the Service Learning Cycle, ensure all releases and other documentation is in place, line up community partners, supervise students, communicate with key players, keep records and prepare media activities. See the section below titled "Teacher Certification for Service Learning" for more information.

Site Supervisor
Site Supervisors provide a safe environment for students in their out-of-school activities, communicate expectations to students/ coordinators/teachers/families and report successes and problems to school personnel.

Teacher Certification for Service Learning

Service Learning Teacher
- The Service Learning Teacher must have valid 7th-12th grade OR school counseling certification. He/she is responsible for awarding final grades to students.
- Whoever teaches/facilitates the learning experience component of Service Learning must be a certified teacher.

- The Service Learning Coordinator can assist with the service experience and product/presentation components, but the Service Learning Teacher is ultimately responsible for students.
- If a school utilizes Service Learning as part of an approved CTE/Career Cluster program, the teacher must attend CTE 101 or have certification in a Career and Technical Education area.
- The Service Learning Teacher is strongly encouraged to complete training for Service Learning in South Dakota.

Service Learning Coordinator

- The Service Learning Coordinator works directly with the Service Learning Teacher to coordinate day-to-day Service Learning activities.
- The Service Learning Coordinator is encouraged to complete training for Service Learning in South Dakota.

Characteristics of Effective Service Learning Teachers and Coordinators

Service Learning as a method of teaching calls on teachers to facilitate students' learning and engage them throughout the Service Learning Cycle. There are general characteristics of successful Service Learning teachers:

- Ability to see the qualities and skills students possess and build on those attributes
- Desire to engage students and provide hands-on instruction
- Willingness to adapt teaching style to that of facilitator
- Comfortable with a variety of student learning styles
- Strong communication skills
- A "do-what-it-takes" attitude
- Resourceful
- Flexible
- Willingness to learn.
- Enthusiastic
- Strong organization skills

*For more information, see the **Service Learning Readiness Adult Assessment**, see Part III: SD Service Learning Toolkit (Resources and Examples)*

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that frightens us most. We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous? Actually who are you not to be? You are a child of the universe. You were born to manifest the glory of the universe that is within us. It's not just in some of us; it's in everyone."

-Marianne Williamson (1952-); author, lecturer

Grading

The decision as to how to grade the Service Learning class is up to each district. In order to award .5 credits to students in 9th-12th grade, the experience must include 60-75 hours across all areas of the

Service Learning Cycle (page 13), incorporate all nine of the Quality Standards of Service Learning (page 14) and produce the three Required Components of Service Learning (page 15).

Some grading possibilities include:

1. Pass/Fail: Based on the evaluations of the Service Learning Coordinator, the student and those involved with the project, the student would receive a pass/fail grade.

2. Letter Grading: Based on performance tasks, the grading rubric (designed before the start of the class) and discussion with the student, an evaluation is made and the student receives a letter grade. Performance tasks will change with every school district.

For example grading rubrics, see Part III: SD Service Learning Toolkit (Resources and Examples)

Developing Service Learning Projects:

When developing Service Learning projects, there are many things to consider:

1. Service Learning projects include 60-75 hours across all areas of the Service Learning Cycle (page 13), incorporate all nine of the Quality Standards of Service Learning (page 14) and produce the three Required Components of Service Learning (page 15).
2. Projects should be designed to achieve age-appropriate benefits for both students and the community.
3. Higher quality projects move from direct service to advocacy.
4. Meaningful projects connect students to their communities and help them develop personally, socially and academically.
5. The ideal project brings real-life skills learned through the experience back into the classroom (I.e., Communication, problem-solving, critical thinking, etc.)
6. The Service Learning experience has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
7. Quality projects are student-driven. Students need to participate actively in the choosing and planning of the project through planning sessions, evaluation and reflection.
8. A meaningful project will collaborate with various community, school and parent partners. These partners will provide expertise, role models, mentoring and will play a key role in the success of the project.

- Guide students, don't dictate.
- Consider transportation issues for students.
- Consider needed supplies and available funding.
- Assess the community and school with students for needs or project ideas.
- Ensure projects have a beginning and an end. Without a defined end-point, students must answer the question, "Will others want to continue this?"
- Consider how much time your students have for their Service Learning experience and guide the complexity of the project.

9. The intensity of the project is determined by decisions the student makes, the challenging and varied tasks which need to be done, the sense of ownership to the project and the contributions made to the community.

10. In order for students to receive .5 credits, they must invest 60-75 hours in the entire Service Learning experience. Fixating on the number of hours required will often take away the "service" component of the experience.

11. Service Learning projects should promote understanding and analyzing different points of view. Recognizing and overcoming stereotypes and conflicts is a rewarding experience.

*For more ideas, see **Transforming Community Needs into Service Learning Projects** in Part III: SD Service Learning Toolkit (Resources and Examples)*

> Teach this triple truth to all: A generous heart, kind speech, and a life of service and compassion are the things that renew humanity.
>
> -Buddha

Suggestions for Service Learning Projects:

The following list is not exhaustive, but may help get your wheels turning about issues that can be addressed in your community.

Bullying prevention	*Homeland security*
Career development	*Homelessness*
Civic engagement	*Human rights*
Community development	*Hunger*
Community gardens	*Immigrants and migrant populations*
Days of service (Global Youth Service Day, Martin Luther King, Jr. Day, etc.)	*Intergenerational disparities*
	Justice
Disaster services	*Mentoring*
Diversity and cultural awareness	*Peace*
Dropout prevention	*Pregnancy prevention*
Economic opportunity	*Substance abuse prevention*
Education	*Tutoring*
Environmental stewardship	*Veterans and military families*
Health and wellness	*Violence prevention*
Healthy students/families/seniors	*Voting*
Historic preservation	
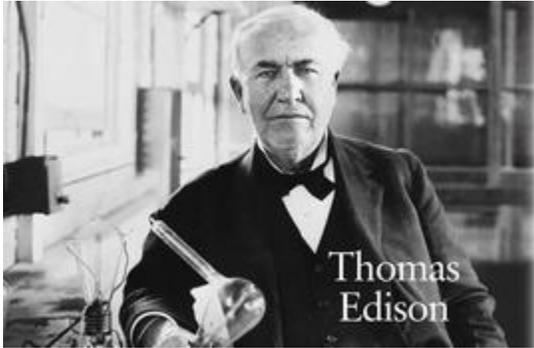
On the 10,000th try there was light.
OPTIMISM
Pass It On.
VALUES.COM THE FOUNDATION FOR A BETTER LIFE
Thomas Edison

Evaluating Service Learning

Assessment needs to occur at every stage of learning – before, during and after the Service Learning experience. Here are some effective and widely used tools both in project monitoring and in final assessment:

1. Timesheets and Logs – Students document the work they are doing through all stages of the Service Learning Cycle
2. Journals of Insights/Reflections – Students take time to reflect and share their written reflections throughout the Service Learning experience
3. Interview project participants
4. Discussion on the student's performance at each stage of the Service Learning Cycle (I.e., Coaching sessions with the students, conversations with the community partners, etc.)
5. Data collection and analysis of the project's effectiveness
6. Rubrics of academic learning, effective service and Service Learning Standards of Quality/Required Components
7. Portfolios as evidence of work
8. Products or Presentations – Tangible and demonstrable consequences of the project such as speeches, presentations, educational materials or media coverage
9. Dissemination – Taking the projects to others for discussion and evaluation (I.e., school board, city commission, community organizations, etc.)
10. Formal Documentation *(see Documentation section)*

Before you decide on which of the evaluation tools to be used, be sure to know what you're looking for in the assessment, what is being evaluated and why. Formative assessments need to compliment summative assessments. Work to include a full range of learning styles in your assessments.

For evaluation templates and examples, see Part III: SD Service Learning Toolkit (Resources and Examples)

Developing Partnerships for Service Learning:

Many communities are working to build partnerships between schools and community agencies, the nonprofit sector and business in order to create supportive structures that enhance the educational opportunities of students and positively impact community and family life. When focused and clear, partnerships can have great impact on individuals, schools and communities.

Establishing and maintaining strong partnerships enhances the Service Learning experience. These partnerships are a win-win for schools, students and communities. Students who have the opportunity to interact with community partners discover additional role models and trusted adults. Working with adult partners helps students to develop and recognize the need for better communication skills, a strong work ethic and goal setting. In the development of these life skills, students become more confident in their own skills and abilities as they venture into their futures.

Step 1: Community Assessment

In order to begin to establish community partnerships, it is important to first assess your community. This can be done formally or informally, the important information to gather is WHO, WHAT and HOW.

- Identify local service organizations and clubs, their influential members and the emphasis of their work. Can your schools and students make a contribution with their time and energy and impact their work?
- Connect with the Chamber of Commerce. Be a part of their community outreach, serve on a committee and go to their meetings to meet their members.
- Connect with your local institutions of higher education.
- Connect with your School Board and City Government. Make them aware of your work.
- Connect with your PTA/PTO groups and Booster Clubs, present to their groups, be a member.
- Don't be afraid to ask for what you need.
- Spread the message that the work you are doing impacts your community and student achievement.

Step 2: Establish a Community Advisory Board

After gaining a better understanding of your community, its resources, its leadership and its needs, it is beneficial to develop a community-based advisory board. Engaging your local leadership helps to build community-wide support for your Service Learning program. This group, or advisory board, can provide and connect resources as well as create visibility for the Service Learning program and students' work.

A community based board doesn't need to be a large group – the important components with a community board are diversity and representation.

> "It is from numberless diverse acts of courage and belief that human history is shaped. Each time a man stands up for an ideal, or acts to improve the lot of others...he sends forth a tiny ripple of hope..."
>
> -Robert F. Kennedy, US Senator, US Attorney General, American Statesman

- Your board should accurately mirror your community. The major businesses, service organizations and governmental leadership should be a part of this board.
- This group may only gather a few times a year to provide guidance and awareness, but it is important for the participants to understand that they are needed and that their contributions are important and making a difference in the lives of students.
- School leadership (superintendent, principal, school board members) participation with this board helps to raise the level of status of the group and helps to gain the support of your community's most influential leaders.

To solidify this commitment, a board member agreement is an effective tool.

For an example advisory board agreement, see Part III: SD Service Learning Toolkit (Resources and Examples)

Step 3: Educate and Manage Partners

Service Learning partners must have an understanding of the expectations of the project and the responsibilities of each party: student, teacher/coordinator and partner(s). It is the responsibility of the Service Learning Teacher/Coordinator to effectively communicate these expectations, prepare, provide and collect documentation and manage these ongoing relationships. This process begins with the initial discussion with a potential partner and continues through the conclusion of the Service Learning experience.

For example Site Supervisor Guidelines, see Part III: SD Service Learning Toolkit (Resources and Examples)

Examples of Possible Service Learning Partnerships:
- *Partnership with a Business –* A local utility company partners with the high school to weatherize (storm windows, weather-stripping) the homes of senior citizens. Efficiencies are measured and energy conservation is studied in the classroom.
- *Partnership with a Non-Profit Organization –* High school students partner with a local senior center or American Legion to create an oral history or something important from the community's history.
- *Partnership with a Government Entity –* High school students partner with the police department to create a "Don't Drink and Drive" campaign. Local alcohol-related accident frequency is researched. The effects of alcohol on the human body are studied in the classroom. Media is engaged to publicize the efforts before Prom.
- *Partnership with Higher Ed Institution –* Students work to prevent the spread of the flu virus in their school. Higher Ed partners are engaged with students to analyze and identify swab samples from student hands, iPods and cell phones. Photos of the bacteria are used in posters to encourage students to wash their hands.

Step 4: Involve the Media

Partnership contacts within your local media can play a very important role in the development of your Service Learning program. They can draw positive (or negative) attention to the work that is being done and can have a direct impact on your program's effectiveness and success. They can help to identify resources, recruit volunteers and thank/recognize your contributing partners.

Be prepared to write press releases, share photos of students 'in action' and keep them informed of the work being done. Create a media distribution list and collect phone numbers of your media contacts.

Student participation creates the most impactful media attention. In order to incorporate students, parents and partners into a media story, it is a good practice to have each participating party sign a media release which recognizes and allows the use of their 'talent' in a publicly distributed media piece.

For example press releases, talent releases and other media tools, see Part III: SD Service Learning Toolkit (Resources and Examples)

Marketing Service Learning

South Dakotans have a natural inclination to help our neighbors. We do what needs to be done, with a smile, and offer a handshake when the work is done. Service Learning South Dakota-style is unique. Our students are tasked with taking care of their neighbors. Their work deserves recognition through local marketing efforts.

The following marketing suggestions have been used to promote Service Learning programs across the country and in global initiatives. Each community and school will have unique cultures and values that they choose to promote.

SERVICE LEARNING STUDENTS:

- Make a difference
- Get things done
- Raise awareness
- Share their voice
- Work for change
- Get involved
- Gain skills
- Explore careers
- Get experience
- Build resumes
- Network
- Learn about themselves
- Learn about the world
- Learn by doing
- **Have fun!**

Step 1: Think of Your Audience

- Identify key stakeholders for your Service Learning program and for individual students' Service projects. What is the best way to inform them about Service Learning in your school?
- Although students have other core subjects to think of, how can their Service Learning experience be a positive enhancement to their high school experience?
- Parents/guardians need to understand in a straight-forward, clearly stated manner what Service Learning means and involves.
- Administrators and teachers need to have a complete understanding of where Service Learning is heading as the school adopts the program and it evolves over time.

Step 2: Market Early

Keep in mind that early planning and design reaps huge benefits. Examples (many of which can be done as student projects) of great ways to stir up curiosity about the new Service Learning experience in your school include:

1. Brochures
2. Radio spots
3. Television interviews
4. Newspaper stories
5. Social media feeds
6. School website
7. Student t-shirts
8. Staff/student meetings/presentations
9. Podcasts and Vodcasts available for download
10. Service Learning introduction party
11. Posters around the school and community

Step 3: Put the Plan in Action

The Service Learning Coordinator is directly responsible for marketing the program as a whole and for working with students to market their individual Service Learning projects. However, teachers, parents and other community members can assist in marketing as they share their experience or interest along the way. Keep in mind that marketing is a constant process throughout the entirety of the Service Learning experience.

Documenting Service Learning

Helping students document their entire Service Learning experience will help them demonstrate what they have learned, researched, organized and participated in. Some ideas for documentation include:

- Digital portfolio of all parts of their Service Learning experience in their SDMyLife account (educators can manage this from the SDMyLife Administration System and students can share their portfolio with their community partner)
- Google account (ex. Google docs) to their Service Learning experience
- Evaluation strategies discussed earlier (Journaling/Reflecting, Logging hours and activities, etc.)
- Writing
- Drawing
- Digital photography
- Podcasts
- Vodcasts or Video Documentation
- Website or Blog
- Social Media – Facebook, Twitter, YouTube
- Creating presentations for the public or classmates

If students will be uploading photos or videos to the Internet, make sure that all parties involved have a talent release on file. Work with students prior to them working on the Internet to ensure they employ safe practices and don't release personal information that would compromise their safety.

For example talent releases, see Part III: SD Service Learning Toolkit (Resources and Examples)

Meaningful Celebrations

Celebration, according to *Educator's Virtual Mentor* (as part of the Milken Family Foundation), is the recognition that learning has taken or is taking place. Given Service Learning's goal of youth empowerment and community collaboration, celebration and recognition of participants in the school and the community is an important means for rewarding meaningful service. Recognition is very important as it helps students understand the value of their contribution and fosters the development of a lifelong commitment to community involvement. *(National Service-Learning Clearinghouse)*

Celebrations can:
- Demonstrate to students that others value their work
- Show students how important it is to say thank you to those that have helped them
- Reaffirm partnerships and renew their commitment to service
- Build habits of service and lead to a lifetime of community involvement

Celebration events do not have to be expensive or elaborate, yet they should try to incorporate teachers and members of the administrative staff, parents, community members and leaders of local businesses and government. Extending invitations to these members as well as the media is good for positive publicity for the school and Service Learning program. Teaching students how to positively promote their accomplishments is a valuable tool; however, too much emphasis on recognition may overshadow the true spirit of volunteerism. *(Ida and Rose, 2003)*

Some ideas for celebrations include:
- A school or community display with a spotlight on those who made Service Learning a success. The display can be a bulletin board in the school, local grocery store, convention and visitor's bureau, library, city hall or Chamber of Commerce.
- Offering leadership roles to those outstanding students in other forms of planning or implementing other Service Learning projects.
- Nominating participants for local awards and scholarships. Many national retailers offer awards for student volunteers.
- Hosting an event such as a breakfast, coffee or luncheon event honoring the participants and community partners.
- Awards, certificates, t-shirts, flowers or any other type of simple public recognition.

NOTES

Frequently Asked Questions

Q: What is meant by "community" in when I see the reference to community partnerships?

A: Community can be defined in a variety of ways. Challenge students to think of community as more than the town or city they live in. Community could be the school or a group within the school, the town, county or nation or a special interest group in the area.

Q: Who are potential community partners?

A: Some example partners include:
- Domestic abuse shelter
- Habitat for Humanity
- Institutions of Higher Education
- Humane Society
- City Council
- Ministerial Association
- YMCA
- Department of Social Services
- Public safety groups (Police Department, Fire Department, etc.)
- Insurance agencies (ex. Safe Teen Driving)
- Banks (ex. Youth Financial Literacy)
- Senior Center
- Service organizations (Kiwanis, Lions, Rotary, etc.)
- Food Pantry
- Local Career & Technical Education (CTE) Advisory Council
- Meals on Wheels
- Economic Development Corporation
- Chamber of Commerce
- Cooperative Extension

> "Giving is a universal opportunity. Regardless of your age, profession, religion, income bracket, and background, you have the capacity to create change."
>
> -Laura Arrillaga-Andreessen –Philanthropist

Q: What are some ways Service Learning can be linked to the 9th-12th grade curriculum?

A: Some examples of linking Service Learning activities to the curriculum include:

- Building a Habitat for Humanity house in a Residential Construction course that emphasizes grade-level geometry
- Conducting a scientific study to determine the amount of waste the school amasses and make changes to the overall output through a recycling program
- Emphasizing speech and effective presentation strategies in the product/presentation component and throughout community interactions and reflection activities

- *Advocating for community action or policy related to topics in a government or health course*
- *Taking action on societal issues such as hunger, teen pregnancy, teen driving, drug or alcohol abuse, domestic violence or homelessness while learning about them in a sociology course*
- *Researching local environmental contaminants while in a science course and then taking action to improve the current situations and provide education to affected individuals/groups*

Linking Service Learning and curriculum allows for collaborative, relevant projects between teachers in the school system and partners in the community.

Q: Some of my students are not motivated. How can I engage them in Service Learning? How can I get them to care about doing a good job with this experience?

A: This is certainly not easy obstacle to overcome, but searching for the interests and skills the student has and strongly incorporating those into the Service Learning experience is a recommended first step.

Service Learning often provides the vehicle that can motivate a struggling student. In determining what the students' experience will entail, there is often discovery of a service topic that is relevant to the student. Through the youth voice of Service Learning and their personal connection to the work, struggling students become more engaged in the school. As they learn they are capable, they discover their work and their opinions do matter and are valued. Students become more confident, more motivated and engage in their own success.

Q: How is Service Learning a capstone experience? Do other types of capstone experiences have to meet the Service Learning standards?

A: When Service Learning is used as a capstone experience, all 9 Quality Standards of Service Learning must be met and all components of Service Learning must be present (learning component, service component and product/presentation). In a capstone environment, students are responsible for their work and study relatively independently while seeking guidance from their teacher(s).

The other capstone experiences do not have to meet the Quality Standards of Service Learning; for students who seek credit in Senior Experience, Entrepreneurship Experience and Youth Internship, the requirements of those capstone experiences must be met.

For a more in-depth comparison of Capstone Experiences and Service Learning, move to the end of the Frequently Asked Questions section for a full table comparison of the options. Also see the section titled "Options for Offering Service Learning" in the Service Learning Framework.

Q: It seems like there are a lot of ways to offer Service Learning for credit. It's confusing.

A: We know that students learn best when the content engages them and is relevant to their lives. Service Learning provides the grounds to combine learning and service, is directed by students and addresses an issue or need in the community.

The flexibility that is built into the Service Learning Framework is so each school can provide the experience to students in the way that best suits their situation. As long as the 9 Quality Standards of Service Learning are met and all three components (learning component, service component and product/presentation) are present, the school can determine how Service Learning will best work for them.

Q: How do I choose whether to offer Entrepreneurship Experience, Senior Experience, Service Learning or Youth Internship at our school?

A: This decision has to be made based upon the available school resources, teachers and students. The teacher has to go with what he/she feels most comfortable starting and sustaining. A school could decide to offer all, one or a couple of the options.

Q: What does the product or presentation entail?

A: The product/presentation component of Service Learning is required for students to get credit for their experience. The intent is that students reflect on the total experience and prepare a document or product that will show what they learned. It should include the need that was addressed, the goals, the service provided and the results of the endeavor.

Q: How do I know if I'm a good fit for being a Service Learning Teacher?

A: Dynamic Service Learning teachers are flexible and are comfortable allowing students to lead their learning (while facilitating students' activities and thinking). Take a few minutes to work through the Service Learning Adult Readiness Assessment; it will provide a few considerations for teaching Service Learning.

Q: Where can I get more ideas on Service Learning?

A: Check out the Service Learning Toolkit for example resources and documents, the Bibliography of the SD Service Learning Framework and the Committee Favorites listed at the end of the SD Service Learning Framework.

Comparing Capstone and Service Learning Options

	Entrepreneurship Experience	Senior Experience	Service Learning	Youth Internship
Overview	• Develop an idea or product for business venture • Create a business plan to illustrate feasibility • Work with school and business mentors • Students must be in 11th or 12th grade	• Make connections between school content and postsecondary/careers (research) • Become an expert on chosen topic and showcase skills/abilities • Create a product as an extension of research	• Identify a community need or issue • Apply academic and career skills to youth-led service experiences • Develop community partnerships	• Apply classroom learning in a meaningful way • Driven by career goals • Gain experience on-the-job • Students must be at least 16 and in 11th or 12th grade
Required Components	1. Idea or Product 2. Business Plan 3. Portfolio 4. Presentation	1. Research Paper 2. Product 3. Portfolio 4. Presentation	1. Quality Standards of Service Learning (all 9) 2. Learning Component 3. Service Component 4. Product or Presentation	1. Internship 2. Journal 3. Portfolio 4. Presentation & Exit Interview
Course Options/Class Time	Stand-alone course, typically year-long	Stand-alone course, typically year-long	Flexible (stand-alone course, school or student organization initiative, built into a course, etc.), typically semester course; 60-75 hours between all required components	Stand-alone course with 75 – 150 hours (depending on credits granted) between the classroom and internship, typically year-long
Credit	½ - 1 credit	½ - 1 credit	½ credit	½ - 1 credit
Teacher Certification	All certified teachers	All certified teachers	7th-12th grade teacher certification or school counseling certification	All certified teachers

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Recommended Resources for Service Learning – Committee Favorites

Print Resources:

Idaho State Department of Education. (2008). *Service-Learning Strategies: Idaho's Practical Guide to Service-Learning*. Boise, ID: Author.

Kaye, C. B. (2010). *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action.* Minneapolis, MN: Free Spirit Publishing.

National Youth Leadership Council. (2010). *Getting Started in Service-Learning: An Elementary through High School Handbook.* St. Paul, MN: Author.

Digital Resources:

Corporation for National & Community Service: http://www.serve.gov/

Corporation for National & Community Service. (2005). *Sharing Your National Service Story: A Guide to Working with the Media.* Washington, DC: Author. http://www.nationalserviceresources.org/files/m3284-sharing-your-national-service-story.pdf

GenerationOn: http://www.generationon.org/

Learn and Serve America: http://www.learnandserve.gov/

National Service Learning Clearinghouse: http://www.servicelearning.org/

Oregon Service Learning Resources: http://www.ode.state.or.us/search/page/?id=2806

Sweat Monkey: http://www.sweatmonkey.org/

Teen Service: http://teenservice.org/

Youth Serve America: http://www.ysa.org/

    Grants: http://www.ysa.org/grants

    Resources: http://www.ysa.org/resources

> "Never forget that you are one of a kind. Never forget that if there weren't any need for you in all your uniqueness to be on this earth, you wouldn't be here in the first place. And never forget, no matter how overwhelming life's challenges and problems seem to be, that one person can make a difference in the world. In fact, it is always because of one person that all the changes that matter in the world come about. So be that one person. "
>
> - R. Buckminster Fuller (1895-1983); Architect, engineer, inventor

The NYLC Service-Learning Glossary

The following are terms commonly associated with education, service, and more specifically, service-learning. These definitions are written specifically to describe the terms as they relate to service-learning.

Accountability: Measurable proof — often shown in student achievement data — that teachers, schools, districts, states, organizations, and agencies are efficiently and effectively accomplishing their goals.

Advocacy, Direct Service, and Indirect Service: A set of terms used to identify the span of service types. Advocacy is a form of service in which participants lend their voices and talents to help eliminate the causes of a specific problem. Direct service takes place when participants establish personal contact with people in need. Indirect service involves participants channeling resources to the area of need rather than working directly with those in need.

Authentic Assessment: A form of assessment that measures students' knowledge and skills as demonstrated through a real-world product or achievement that could serve a purpose in society. Service-learning demonstrates learning through a service project that results in such a product or achievement.

Capacity-Building: Growing and strengthening an individual's or organization's skills and abilities. In service-learning, promoting youth voice and leadership is part of building the capacity of young participants.

Character Education: Instruction in core values, proactive strategies, and practices, including responsibility, initiative-taking, and integrity.

Civic and Citizenship Education: Teaching the knowledge and skills necessary for effective civic participation, and connecting education to concepts such as democracy, liberty, responsibility, and freedom.

Community Service: Community service is often a form of volunteerism. It is done within a defined community, which could be a classroom, school, town, or city. Typically, it does not have an intentional tie to learning; the emphasis is strictly on service. In the context of the judicial system, "community service" sometimes has a punitive meaning.

Community Youth Development: A strategy of youth engagement where youths advance community development goals, resulting in benefits to both youths and the community.

Community-Based Learning: A term used for any learning experience that occurs in the community. Common forms of community-based learning include field trips, internships, and apprenticeships, which offer important opportunities for students to master skills within real-life settings but have no formal service dimension.

Community-Based Organization: An organization that is based in a community and provides education or other services to promote community well-being.

Critical Thinking: Stresses analysis, interpretation, and problem-solving. Service-learning, which involves planning, implementation, and reflection, requires participants to think critically at all stages of a project.

Curriculum Integration: The intentional tying of service activities to learning objectives. The service experience enhances the learning of identified concepts, content, and skills. The learning strengthens and enhances the quality and value of the service experience.

Developmentally and Age Appropriate Service: Service activities and learning objectives are appropriate for participants, but also challenge and stretch them cognitively and developmentally.

Diversity: The variety of abilities and social and cultural heritages of participants engaged in service-learning and the communities they serve. Good service-learning values diversity among its participants and takes advantage of the different skills and perspectives they bring to the project.

Education Reform: A plan to systematically change educational theory and practice. Over the years, education reform has meant everything from progressive proposals for change to the reinstatement of traditional methods, and now some argue that the term is useless in its ambiguity and ineffectiveness.

Experiential Education: Students learn by actively engaging in experiences that will have benefits and consequences, along with focused reflection on those experiences. Students experience practical applications of the material being taught, and develop new skills, attitudes, and ways of thinking. Service-learning falls under the broader umbrella of experiential education.

Formal, Nonformal, and Informal and Education: A set of terms used to capture the span of learning contexts for acquiring knowledge and skills. Formal education generally refers to learning taking place through a school. Nonformal education includes activities with definite educational objectives that take place outside the school context, such as those provided through community-based organizations. Informal education includes self-directed, lifelong learning activities, such as reading, and learning through social contact, such as children learning adult roles by observing, assisting, and imitating.

Intergenerational Service: Service performed by youths and adults in partnership.

Learning Assessment: Documentation and evaluation of how well students have met curricular goals and learning objectives. Because of the nature of service-learning, assessment activities such as portfolios, rubrics, and anecdotal records may need to be used in addition to standard approaches such as tests and papers.

Meaningful Service: Service with clear goals that meets genuine needs, recognizes and capitalizes on community assets, and has significant results for participants.

Metacognition: Thinking about thinking. For example, evaluating personal progress during a service-learning project.

Missionary Ideology: A problematic way of thinking that leads providers of service to impose their ideas (often without realizing it) on the recipients of service, with little or no consideration of that group's traditions, cultures, beliefs, and needs.

Multiple Intelligences: A theory by Howard Gardner that describes the broad range of capabilities (intelligences) used by humans in solving problems and creating things and ideas. Emphasizes the need to recognize learner differences in instructional design. Includes eight intelligences: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.

Place-Based Learning: Learning rooted in that which is local, including history, environment, culture, economy, literature, and art. Student work focuses on community needs and interests, and community members serve as resources and partners. Service-learning projects are often, but not always, place-based learning.

Preparation: Preparation consists of the learning activities, orientation, training, and analysis that prepare participants for all aspects of their service experience. It helps participants understand their roles; skills, information, and safety precautions needed; and the people with whom they will be working.

Project Evaluation: The process of evaluating how well a service-learning project achieved its goals, and what impact the project had on participants and the community. Project evaluation is entirely separate from student assessment.

Reciprocal Partnerships: Productive relationships formed between the service-learning participants and other community members and organizations, through which all parties benefit.

Reflection: The processing of the service experience that is done before (pre-reflection), during, and after (post-reflection) service, using multiple methods to encourage critical and creative thinking. It is often through reflection that the service activities and the learning objectives connect.

Rubric: A scoring guide that describes criteria for student performance and differentiates among different levels of performance within those criteria. Rubrics are most successful at evaluating participants if the participants help create them.

Self-Evaluation Tool: A tool, often a checklist or rubric, that a participant uses to evaluate his or her own successes and shortcomings.

Service: Helping an individual, organization, cause, or community.

Service-Learning: A method of teaching that enriches learning by engaging students in meaningful service to their schools and communities, and integrating that service with established curricula or learning objectives.

Social Entrepreneurship: A philosophy that combines a social mission with business-like discipline, innovation, and determination. Social entrepreneurship can take place in the for-profit, nonprofit, and government sectors. Ventures often reduce grant dependency by generating earned income through means that advance the mission.

Standards: What students — and more recently, teachers as well — are expected to learn and do. Includes content standards, which specify what students should know in various subject areas, and performance standards, which assess the degree to which content standards have been met.

Technology Integration: Requiring participants to successfully use technology to enhance their service project.

Volunteerism: Volunteerism refers to the act of performing service without pay — usually with charitable institutions or community agencies.

Youth Voice: Young people having ownership of and an active say in a service-learning project. This includes young people leading the selection, design, implementation, and evaluation of the project.